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ABSTRACT

The U.S. Department of Education (DE) has initiated several planning efforts and projects geared toward the attainment of excellence in trade and industrial education (T&I). One such effort involved the formation of a task force composed of educators from the various vocational curriculum areas who were brought together to focus on the impacts of technological advancement on vocational and adult education. In addition, DE recently funded a project to develop national standards of excellence in T&I. In an effort to provide a communications link among the major components of T&I, DE recently set up a telephone conference network for use by a committee made up of State supervisors, teachers, persons involved with the Vocational Industrial Clubs of America (VICA), and other professional organizations with an interest in the delivery of T&I DE has continued to take an active interest in the formation of partnerships between vocational education and industry. Besides striving to maintain a close relationship with VICA, DE is currently in the process of working out an agreement with the Department of Labor concerning cooperative planning in the area of overseeing and improving the delivery of apprenticeship programs. (MN)

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Keynote Address

Excellence in Trade and Industrial Education

Presented to
The Third Annual Trade and Industrial Education
Association of New Jersey Convention

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By

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Atlantic City, New Jersey

January 14, 1985

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I AM DELIGHTED TO BE HERE TO PARTICIPATE IN THIS THIRD ANNUAL TRADE AND INDUSTRIAL EDUCATION CONFERENCE.

I HAVE MANY PLEASANT MEMORIES OF THE YEARS I SPENT IN NEW JERSEY, AS ASSISTANT STATE COMMISSIONER OF EDUCATION AND STATE DIRECTOR OF VOCATIONAL , TECHNICAL AND ADULT EDUCATION. AMONG MY MOST MEMORABLE YEARS WERE THOSE AT TRENTON STATE COLLEGE WHERE I WAS PRIVILEGED TO SERVE AS PROFESSOR AND CHAIRMAN OF THE DEPARTMENT OF INDUSTRIAL EDUCATION AND TECHNOLOGY. IT IS GRATIFYING TO KNOW I WAS MAKING A PERSONAL INVESTMENT IN THE FUTURE OF THE YOUNG PEOPLE WHO HAD CHOSEN TRENTON STATE COLLEGE AS A MEANS OF ACHIEVING THEIR EDUCATIONAL GOALS. AMONG THOSE FINE STUDENTS OF MINE AT T.S.C. WERE BILL DENNIS, CHIEF, OCCUPATIONAL PROGRAMS SECTION, DIVISION OF VOCATIONAL EDUCATION WITH THE U.S. DEPARTMENT OF EDUCATION; BOB MILLER, NATIONAL PROGRAM SPECIALIST IN TRADE AND INDUSTRY WITH THE U.S. DEPARTMENT OF EDUCATION; GEORGE MEYER, SUPERINTENDENT OF THE SOMERSET COUNTY VOCATIONAL SCHOOL AND PRESIDENT OF THE SOMERSET COUNTY TECHNICAL INSTITUTE; AND BOB NEWMAN, THE GENERAL CHAIRMAN OF THIS MEETING AND ASSISTANT SUPERINTENDENT OF OCEAN VOCATIONAL TECHNICAL SCHOOL.

IN RETROSPECT, I AM REMINDED OF OUR PIONEER STUDY OF THE 1960'S "A NEW JERSEY MASTER PLAN FOR VOCATIONAL EDUCATION IN 1980." IN THIS STUDY, WE PROJECTED THE CHANGES NOW TAKING PLACE IN THE WORKFORCE AS THE DEMAND GROWS FOR MORE HIGHLY SKILLED WORKERS.

THE DEMAND CONTINUES TO GROW, AND WE MUST SATISFY IT. LONG RANGE PLANNING, SUCH AS WE DID IN THE 60'S, IS ESSENTIAL FOR ACHIEVING EXCELLENCE IN VOCATIONAL EDUCATION. INVOLVEMENT OF MANY PEOPLE, BOTH IN THE PUBLIC AND PRIVATE SECTORS, INCREASES THE UNDERSTANDING OF VOCATIONAL EDUCATION AND DEVELOPS PUBLIC AWARENESS OF ITS ESSENTIAL ROLE IN EDUCATION.

VOCATIONAL EDUCATION IN AMERICA HAS COME OF AGE! ANNUAL INVESTMENT IN VOCATIONAL EDUCATION AT THE LOCAL, STATE, AND NATIONAL LEVELS IS APPROACHING $9 BILLION. ANNUALLY VOCATIONAL EDUCATION SERVES NEARLY 17 MILLION STUDENTS (10 MILLION OF WHOM ARE AT THE SECONDARY LEVEL) AND IS OFFERED IN MORE THAN 19,000 INSTITUTIONS. TODAY, MORE THAN EVER, IT IS ESPECIALLY IMPORTANT THAT VOCATIONAL EDUCATION BE A MAJOR COMPONENT OF THE AMERICAN EDUCATION SYSTEM, BOTH PUBLIC AND PRIVATE.

THE IMPORTANCE OF VOCATIONAL EDUCATION AND ITS DIRECTION WILL BE DETERMINED BY MANY FACTORS AT THE NATIONAL, STATE AND LOCAL LEVELS. AMONG THEM WILL BE DEMOGRAPHIC SHIFTS IN POPULATION, ECONOMIC CONDITIONS, TECHNOLOGICAL INNOVATIONS, AND CHANGING LABOR MARKET NEEDS. AT THE NATIONAL LEVEL, OUR MAJOR EFFORTS WILL CONTINUE IN THE DIRECTION OF A STRONGER FOCUS ON EXCELLENCE IN VOCATIONAL EDUCATION. DURING THE PAST FOUR YEARS, THIS THEME OF EXCELLENCE HAS RECEIVED SUBSTANTIAL ATTENTION, ESPECIALLY IN THE AREAS OF APPLIED RESEARCH AND PROGRAM IMPROVEMENT.

TO PROVIDE THE NATIONAL LEADERSHIP AND SUPPORT THAT INDUSTRIAL AND TECHNICAL EDUCATION REQUIRES, I HAVE FORMED A NEW SPECIAL TASK FORCE FOR ADVANCING TECHNOLOGY. THIS TASK FORCE REPRESENTS RESEARCH, INDUSTRIAL ARTS, HEALTH, TECHNICAL EDUCATION, APPRENTICESHIP, AND TRADE AND INDUSTRIAL EDUCATION. THE PURPOSE OF THE TASK FORCE IS TO PROVIDE DIRECTIONS FOR RESPONSES TO THE IMPLICATIONS OF TECHNOLOGICAL CHANGE FOR EMPLOYMENT AND TRAINING. THE TASK FORCE WILL STUDY THE CHANGING COMPOSITION OF THE WORKFORCE, THE DEVELOPMENT OF SKILLS PERTINENT TO EVOLVING HIGH TECHNOLOGY-RELATED OCCUPATIONS, THE SOCIAL AND ECONOMIC IMPACTS OF AUTOMATION ON THE WORKPLACE, AND OTHER CHANGES WHICH MAY HAVE A SIGNIFICANT IMPACT ON VOCATIONAL AND ADULT EDUCATION.

THE GENERIC TERM, INDUSTRIAL EDUCATION, INCLUDES TRADE AND INDUSTRIAL EDUCATION, APPRENTICESHIP, TECHNICAL EDUCATION, AND INDUSTRIAL ARTS. IT IS MY INTENTION THAT THIS TASK FORCE SERVE AS A CATALYST TO BRING THESE PROGRAM AREAS CLOSER TOGETHER -- RESULTING IN MUTUAL BENEFITS FOR EVERYONE, ESPECIALLY THE STUDENTS. IF YOU HAVE ALREADY ADDRESSED ANY OF THE PRACTICAL ON-THE-JOB ASPECTS OF ADVANCING TECHNOLOGY IN YOUR LOCALE, OR HAVE LOCAL EXAMPLES OF PROBLEMS SOLVED THAT YOU WOULD LIKE TO SHARE WITH THE TASK FORCE, I ENCOURAGE YOU TO WRITE TO ME AND I WILL FORWARD YOUR LETTER AND INFORMATION TO THE TASK FORCE.

I WOULD ALSO LIKE TO MENTION TWO OTHER ACTIVITIES THAT INVOLVE TRADE AND INDUSTRIAL EDUCATION THAT ARE SPONSORED BY THE OFFICE OF VOCATIONAL AND ADULT EDUCATION.

FIRST, MY OFFICE HAS FUNDED A PROJECT TO DEVELOP NATIONAL STANDARDS OF EXCELLENCE IN TRADE AND INDUSTRIAL EDUCATION. THE CONTRACT WAS AWARDED COMPETITIVELY TO THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA) IN OCTOBER 1984 AND, WHEN COMPLETED IN MAY 1985, WILL PROVIDE STANDARDS IN THREE AREAS: STANDARDS THAT ARE COMMON TO ALL TRADE AND INDUSTRIAL EDUCATION PROGRAMS AT THE SECONDARY AND POSTSECONDARY LEVELS, STANDARDS FOR TEACHER EDUCATION PROGRAMS, AND STANDARDS FOR TEACHER CERTIFICATION.

A REVIEW OF THE LITERATURE HAS BEEN COMPLETED AND THE STANDARDS, IN THEIR INITIAL FORM, HAVE BEEN SUBJECT TO CLOSE SCRUTINY. THESE STANDARDS HAVE BEEN EXAMINED BY A COMMITTEE OF EXPERTS. THEY HAVE BEEN REVIEWED BY STATE SUPERVISORS THROUGH A NETWORK OF NATIONAL CONFERENCE CALLS, BY THE OFFICE OF VOCATIONAL AND ADULT EDUCATION, AND BY A TECHNICAL ADVISORY COMMITTEE. PRIOR TO THE AVA CONVENTION IN NEW ORLEANS, A VALIDATION WORKSHOP WAS CONDUCTED, AND A FINAL REVIEW BY THE TECHNICAL ADVISORY GROUP IS SCHEDULED FOR FEBRUARY 1985 BEFORE THE STANDARDS ARE PUBLISHED.

SECOND, WE HAVE ESTABLISHED A NATIONAL TRADE AND INDUSTRIAL LEADERSHIP COMMITTEE FOR THE PURPOSE OF PROVIDING A COMMUNICATIONS LINK AMONG THE MAJOR COMPONENTS OF TRADE AND INDUSTRIAL EDUCATION -- STATE SUPERVISORS, TEACHER EDUCATORS, VICA, LABOR, MANAGEMENT, THE T & I DIVISION OF THE AMERICAN VOCATIONAL ASSOCIATION (AVA), AND OTHER PROFESSIONAL ORGANIZATIONS.

A TELEPHONE CONFERENCE NETWORK HAS BEEN SET UP AND IS USED ON A QUARTERLY BASIS SO THAT THE COMMITTEE CAN DISCUSS ISSUES CONCERNING TRADE AND INDUSTRIAL EDUCATION AND TAKE ACTION AS IT SEES FIT.

ECONOMIC REVITALIZATION AND EXPANSION IS AN ADMINISTRATION PRIORITY THAT REQUIRES OUR CONTINUING ATTENTION. AS ONE OF THE LARGEST PROGRAM AREAS UNDER VOCATIONAL EDUCATION, TRADE AND INDUSTRIAL EDUCATION CONSTANTLY FOCUSES ON THIS CONCERN BY TRAINING STUDENTS AS SEMI-SKILLED WORKERS, SKILLED CRAFTPERSONS, AND TECHNICIANS FOR ENTRY LEVEL EMPLOYMENT IN THE MANUFACTURING, CONSTRUCTION, AND SERVICE AREAS OF OUR ECONOMY. THE TRAINING PROVIDED IN TRADE AND INDUSTRIAL EDUCATION IS A SIGNIFICANT CONTRIBUTION TOWARD RELIEVING THE YOUTH UNEMPLOYMENT PROBLEM, ESPECIALLY FOR MINORITY YOUTH.

THE LINKAGES YOU HAVE DEVELOPED BETWEEN VOCATIONAL EDUCATION AND APPRENTICESHIP PROGRAMS ARE COMMENDABLE EXAMPLES OF COMBINING ON-THE-JOB TRAINING AND CLASSROOM STUDIES. THESE PROGRAMS PRODUCE WELL-ROUNDED, QUALIFIED CRAFTPERSONS WHO HAVE BEEN TRAINED IN THEORY AS WELL AS IN PRACTICE AND PLAY AN IMPORTANT ROLE IN HELPING TO PREVENT SHORTAGES OF SKILLED WORKERS. WE ARE WORKING ON AN AGREEMENT, REQUIRED BY THE CARL D. PERKINS VOCATIONAL EDUCATION ACT, FOR COLLABORATION BETWEEN THE DEPARTMENTS OF EDUCATION AND LABOR ON APPRENTICESHIP TRAINING.

TRADE AND INDUSTRIAL EDUCATION ALSO HELPS ADULTS ADJUST TO THE CONSTANTLY CHANGING NEEDS OF OUR ECONOMY, ESPECIALLY THE COMPLEX DEMANDS OF HIGH TECHNOLOGY. TRADE AND INDUSTRIAL EDUCATION PROVIDES FLEXIBLE TRAINING PROGRAMS THAT FOCUS ON ADULT TRAINING AND RETRAINING, WITH AN EMPHASIS ON THE DISPLACED WORKER.

ACCORDING TO THE NATIONAL CENTER FOR EDUCATION STATISTICS, STUDENT AND TEACHER PARTICIPATION IN TRADE AND INDUSTRIAL EDUCATION HAS REMAINED HIGH DURING THE PAST FEW YEARS: OVER 3 MILLION STUDENTS ARE ENROLLED, SERVED BY 64,000 TEACHERS. VOCATIONAL EDUCATION ENROLLMENTS REFLECT PROGRAMS WHICH SERVE STUDENTS AT THE SECONDARY, POSTSECONDARY AND ADULT LEVELS OF EDUCATION.

THE U.S. DEPARTMENT OF EDUCATION MAINTAINS A CLOSE RELATIONSHIP WITH THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA), AN INTEGRAL PART OF TRADE AND INDUSTRIAL EDUCATION PROGRAMS. OF THE MORE THAN 3 MILLION STUDENTS PRESENTLY ENROLLED IN TRADE AND INDUSTRIAL EDUCATION, OVER 200,000 ARE SERVED BY VICA IN LOCAL, STATE, AND NATIONAL ACTIVITIES. THE NEW JERSEY ASSOCIATION OF VICA HAS APPROXIMATELY 4,000 STUDENTS ENROLLED AS MEMBERS. WE HOPE THAT IN THE FUTURE MORE STUDENTS NATIONWIDE WILL TAKE ADVANTAGE OF THE MANY BENEFITS OFFERED THROUGH MEMBERSHIP IN VICA

I WANT TO ADD THAT IT IS ALWAYS INSPIRING FOR ME TO ATTEND THE VICA LEADERSHIP CONFERENCE AND TO SEE HOW VICA BRINGS TOGETHER THE TOP VOCATIONAL STUDENTS FROM ALL OVER THE COUNTRY, ALONG WITH THEIR TEACHERS AND REPRESENTATIVES OF INDUSTRY, MANAGEMENT, AND LABOR WHO WORK TOGETHER TO IMPROVE THE QUALITY OF OUR INSTRUCTIONAL PROGRAMS.

THERE IS LITTLE DOUBT OF THE NEED TO EDUCATE OUR YOUTH IN THE VALUES OF FREE ENTERPRISE AND TO DEVELOP THE POSITIVE ATTITUDES AND SKILLS NECESSARY FOR SUCCESS IN THE WORKPLACE. HOWEVER, IF WE ARE TO TAKE ADVANTAGE OF OUR MOST VALUABLE RESOURCE -- OUR YOUTH -- WE MUST CONTINUE TO ENCOURAGE BUSINESS AND INDUSTRY TO COLLABORATE ACTIVELY WITH OUR SYSTEM OF VOCATIONAL EDUCATION TO PROMOTE INSTRUCTIONAL EXCELLENCE. WITHOUT THE SUPPORT OF HUNDREDS OF LEADERS OF INDUSTRY, THERE WOULD BE NO VICA SKILL OLYMPICS.

I WOULD LIKE TO COMPLIMENT THE NATIONAL VICA OFFICE ON BOTH ITS NEWLY ESTABLISHED NATIONAL INDUSTRIAL ADVISORY COMMITTEE AND ITS GROUP OF "INDUSTRIAL AMBASSADORS". BOTH ARE GOOD EXAMPLES OF THE KIND OF WORKING PARTNERSHIP THAT VOCATIONAL EDUCATION MUST DEVELOP WITH THE PRIVATE SECTOR IF OUR PROGRAMS ARE TO MAXIMIZE THEIR IMPACT ON THE NATION'S ECONOMY.

THE NATIONAL COMMISSION ON EXCELLENCE REPORT, A NATION AT RISK, CALLED FOR AN INCREASED EMPHASIS ON ACADEMIC SUBJECT MATTERS WHICH IT CALLED "THE NEW BASICS." A MONTH AFTER THE RELEASE OF THE REPORT, PRESIDENT REAGAN SPOKE AT THE VICA SKILLS OLYMPICS AND LEADERSHIP CONFERENCE IN LOUISVILLE. HE SAID:

> "...EACH GENERATION MUST REALIZE THAT TO ACHIEVE AMERICA'S POTENTIAL, WE NEED ALL OUR PEOPLE WITH ALL THEIR TALENTS WORKING TOGETHER. AND THAT'S WHY OUR DRIVE FOR EXCELLENCE IN EDUCATION MUST REACH EVERY STUDENT IN EVERY SCHOOL IN EVERY SUBJECT. WE SHOULD SEE THAT ALL OUR YOUNG PEOPLE GET A GOOD GROUNDING IN ENGLISH AND LITERATURE, HISTORY, MATH, SCIENCE AND THE OTHER BASICS. BUT WE MUST ALSO RECOGNIZE THAT OUR VOCATIONAL CLASS ROOMS ARE JUST AS IMPORTANT AS ANY OTHER. AND WE SHOULD INSIST THAT THE VOCATIONAL COURSES WE TEACH PREPARE THIS GENERATION WITH THE SKILLS THEY NEED FOR REAL JOBS."

VOCATIONAL EDUCATION HAS PROVEN ITSELF A VIABLE ALTERNATIVE TO COLLEGE PREPARATORY EDUCATION FOR MANY OF THE NATION'S SECONDARY STUDENTS. IT IS ALSO A PROVEN VEHICLE FOR TEACHING AND LEARNING CONCEPTS IN MATHEMATICS AND THE SCIENCES AND IS EFFECTIVE IN REDUCING OR AMELIORATING THE EFFECTS OF A HIGH DROPOUT RATE AT THE SECONDARY LEVEL. THE NATIONAL ACADEMY OF SCIENCES IN ITS STUDY, "EDUCATION FOR TOMORROW'S JOBS", EMPHASIZED VOCATIONAL EDUCATION'S ROLE IN THE SECONDARY SCHOOLS:

> "WE WOULD LIKE TO SEE VOCATIONAL EDUCATION BECOME AN EQUAL PARTNER WITH COLLEGE-PREPARATORY EDUCATION IN THE EDUCATION SYSTEM AS A WHOLE. THE MOST EFFECTIVE VOCATIONAL PROGRAMS ARE DESERVING OF THAT RESPECT NOW, AND WE WOULD LIKE TO SEE ALL PROGRAMS RAISED TO THAT LEVEL OF QUALITY AND ESTEEM."

FOR OVER SEVEN MONTHS THE NATIONAL COMMISSION ON SECONDARY VOCATIONAL EDUCATION EXAMINED SECONDARY VOCATIONAL EDUCATION AND CAME TO THE CONCLUSION THAT THE DIVERSITY INHERENT IN VOCATIONAL EDUCATION PRECLUDED RECOMMENDING A SINGLE APPROACH. WHAT IS NEEDED IS A "WIDE VARIETY OF INNOVATIVE APPROACHES TO REACH AND ACCOMMODATE THE DIFFERENCES IN STUDENT POPULATION."

AS AN EXAMPLE OF THE TYPE OF POSITIVE APPROACH THE COMMISSION IS RECOMMENDING, SPECIAL RECOGNITION SHOULD BE GIVEN TO MR. ALFRED W. PELLETIER, CHAIRMAN OF THE BOARD AND CHIEF EXECUTIVE OFFICER OF MACK TRUCK, INC. MR. PELLETIER IS NO STRANGER TO VOCATIONAL EDUCATION.

ACCORDING TO MR. PELLETIER, EMPLOYABILITY IS THE BOTTOM LINE. IN AN ADDRESS LAST YEAR TO THE AMERICAN VOCATIONAL ASSOCIATION HE POINTED OUT THAT -- "VOCATIONAL EDUCATION HAS GREAT MERIT WHEN A SOLID GROUNDING IN LANGUAGE AND MATH IS A PRELUDE TO HANDS-ON TRAINING IN A PARTICULAR SKILL. BUT THE SKILL MUST BE MARKETABLE."

MR. PELLETIER HAS LAUNCHED AN INTERESTING PILOT PROGRAM IN THE LEHIGH VALLEY AREA OF PENNSYLVANIA. THE FOCUS OF THIS PROGRAM IS ON THE IMPORTANCE OF A COOPERATIVE PARTNERSHIP BETWEEN EDUCATION AND INDUSTRY. A COMMITTEE OF 13 REPRESENTATIVES FROM LOCAL INDUSTRY, LABOR AND EDUCATION HAS BEEN ORGANIZED TO PROVIDE ADVICE TO THE SCHOOL SYSTEMS IN THE AREA.

LAST MONTH, THE NATIONAL COMMISSION ON SECONDARY VOCATIONAL EDUCATION IN ITS REPORT, THE UNFINISHED AGENDA, ADDRESSED THE ROLE OF VOCATIONAL EDUCATION IN THE HIGH SCHOOL. IN ADDITION TO ITS RECOMMENDATIONS, THE COMMISSION MADE SOME COMMENTS I WOULD LIKE TO SHARE WITH YOU.

> "IN OUR VIEW OF THE ROLE OF SECONDARY VOCATIONAL EDUCATION, WE HAVE FOUND THAT ALL SECONDARY STUDENTS NEED A BALANCE OF BOTH ACADEMIC AND VOCATIONAL EXPERIENCE TO PREPARE THEMSELVES FOR LIFE IN A CHANGING WORLD..."

I THINK THAT MOST OF US IN THE FIELD OF EDUCATION CAN AGREE WITH THAT. THE COMMISSION CONTINUES

> "...THESE RECOMMENDATIONS ARE DESIGNED TO GIVE EVERY YOUNG PERSON IN AMERICA THE OPPORTUNITY AND THE RIGHT TO EXPERIENCE THE BEST OF ACADEMIC AND VOCATIONAL EDUCATION FOR SOME TIME TO COME, THIS IS THE UNFINISHED AGENDA."

HOWEVER, THE PSYCHOLOGY OF 18-24 YEARS OLDS IS CHANGING. KRISS HEFLEY, DIRECTOR OF RESEARCH OF THE WESTREND GROUP IN DENVER, WHICH PUBLISHES THE NEWSLETTER LEARNING TRENDS, TELLS US THAT THESE YOUNG PEOPLE WANT NOT ONLY A QUALITY EDUCATION BUT ALSO ONE THAT WILL BE USEFUL IN THE MARKETPLACE. "THEY WANT SPECIFIC THINGS THAT WILL HELP THEM IN THE JOB MARKET".

THE SOVIET UNION HAS RECOGNIZED THE NEED TO EXPAND VOCATIONAL EDUCATION. MIKHAIL PROKOFIEV, THE SOVIET MINISTER OF EDUCATION, RECENTLY ANNOUNCED SECONDARY SCHOOL REFORMS DESIGNED TO EMPHASIZE TECHNICAL AND VOCATIONAL TRAINING. ENROLLMENT IN THESE AREAS WAS UP EIGHT PERCENT THIS YEAR, WILL RISE 40 PERCENT OVER THE NEXT FIVE YEARS, AND WILL DOUBLE BY 1994.

SOVIET SOCIETY PARALLELS THE TRADITIONAL AMERICAN ATTITUDE IN THAT THE TECHNICAL COLLEGES ARE THOUGHT TO LACK STATUS. CONSEQUENTLY, PARENTS HAVE PREFERRED TO ENROLL THEIR CHILDREN IN PRESTIGIOUS INSTITUTIONS OR UNIVERSITIES. TO COUNTERACT THIS TREND, AND THE FEAR THAT THEIR COUNTRY IS BEING DEPRIVED OF PRACTICAL SKILLS, MR. PROKOFIEV HAS INSTITUTED A DRIVE TO INCREASE VOCATIONAL TRAINING AND WILL COMBINE IT WITH COURSES IN THE SOCIAL SCIENCES, LITERATURE AND THE ARTS.

IN CLOSING, I WOULD LIKE TO EMPHASIZE THAT THE MAJOR RESPONSIBILITY FOR VOCATIONAL EDUCATION LIES IN THE HANDS OF THE STATE AND LOCAL COMMUNITIES. THE STATE OF NEW JERSEY IS AN OUTSTANDING EXAMPLE OF WHAT CAN BE ACCOMPLISHED THROUGH LEADERSHIP THAT WORKS TOWARD THE GOAL OF PROVIDING STUDENTS WITH QUALITY EDUCATION.